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ABSTRACT

Project BACIS, a multi-site program in its first year of funding, provided instructional, resource, and supportive assistance to approximately 270 students of limited English proficiency in three New York City high schools. The project, which served recent immigrants from Cambodia, Vietnam, and Haiti, had as its primary stated goal "the promotion of bilingual excellence among new immigrants." Title VII funds supported administrative and support services staff. At each site, students received instruction in ESL and, when possible, bilingual instruction in science, social studies, and mathematics. Supportive services provided to students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Development activities for staff members consisted of training by the project director and attendance at conferences and university courses. In addition, some sites were able to offer ESL or high school equivalency classes for parents. Quantitative analysis of student achievement indicated that Project BACIS adequately met its instructional objectives during its first year of operation. The stated objective regarding students' attitudes toward their cultural heritage and continued education (beyond high school) was not met; validity and reliability of the program-developed attitude assessment instrument, however, may be responsible for this finding. Finally, the attendance rate of program students at all three sites was higher than the overall attendance rate for each school. Appendices include questionnaires in French, Cambodian, and Vietnamese regarding future education and cultural attitudes. (GC)

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PROJECT BACIS

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

January, 1984

Grant Number: G00-820-2293

PROJECT BACIS

1982-1983

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A SUMMARY OF THE EVALUATION
FOR PROJECT BACIS
1982-1983

This multi-site program, in its first year of funding, provided instructional, resource, and supportive assistance to approximately 270 students of limited English proficiency in grades nine through twelve at Park West, Walton, and Samuel J. Tilden High Schools. The project served recent immigrants from Cambodia, Vietnam, and Haiti. The largest number of students were from Haiti. Over 50 percent of the Asian program students were born in Cambodia; forty percent were born in Vietnam. All participating students were foreign-born and spoke their native language at home. The students varied in ability in the native language, proficiency in English, and overall academic preparedness.

The project was administered out of an office at P.S. 188, where several centralized projects are housed. Supervision of the school-based personnel (resource specialist, educational assistant, and family worker) was done by supervisors at the three sites. Supervisory responsibilities, as well as assignments given to Bacis staff members at each school, were distributed differently.

The primary stated goal of Project BACIS was "to promote bilingual excellence among new immigrants." Students would be given the opportunity to acquire practical skills while "learning the ways in which bilingualism could work for them."

Title VII funds supported administrative and support services staff. At each site, students received instruction in E.S.L., and when possible bilingual instruction in the content areas and native language skills. Curriculum materials were in the process of being developed in science and were adapted in social studies, mathematics, and science. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Development activities for staff members consisted of training by the project director and attendance at conferences and university courses. The program proposed to provide E.S.L. or G.E.D. classes for parents and to involve them through advisory council meetings. These goals were met with varying success at each site.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of the native language (teacher-made examinations); mathematics, science, and social studies (teacher-made examinations); attitude toward cultural heritage and continued education (program-developed scales); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students at each school mastered approximately 1.5 to 2.0 objectives per month on CREST Levels I and II in the fall and from less than 0.5 to 1.75 objectives per month in the spring. Level III students mastered from 0.5 to 1.3 objectives per month in the fall and less than one objective per month in the spring. Overall, the proposed objective was met in this area.

--In native language reading, students at Samuel J. Tilden High School achieved overall passing rates of 90 percent each semester.

--In content-area subjects, the program objective of an 80 percent passing rate was met overall in each semester.

--The stated objective in the area of attitude toward cultural heritage and continued education was not met at any site. However the validity and reliability of the program-developed instrument might be questioned.

--The overall attendance rate of program students at each site was higher than the general school attendance to a statistically significant degree.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Meeting with each site to ensure that services are provided as proposed or revising program objectives to meet specific needs at each participating school;

--Ensuring that all students are assessed as proposed and that data are reported completely and accurately;

--Establishing an after-school or peer tutoring program at Walton to help program students in content-area subjects;

--Substituting the program developed attitude scale of cultural heritage and continued education with more objective measures of student attitudes;

--Approaching Lehman College to discuss the possibility of providing a site to conduct the program's advisory council meetings;

--Exploring the possibility of transferring the program component at Park West to a high school closer to where students live;

--Reviewing and clarifying the language use policy at Tilden in order to make sure that all students are benefitting equally. Also, encouraging foreign language teachers to work more closely with E.S.L. teachers to discuss issues regarding program students.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BACIS
BILINGUAL ACADEMIC CAREER INTEGRATED STUDIES

Central Location:	P.S. 188 442 East Houston Street New York, New York 10002
Participating Schools:	Park West High School 525 West 50th Street New York, New York 10019 Walton High School West 195th Street & Reservoir Avenue Bronx, New York 10458 Samuel J. Tilden High School 5800 Tilden Avenue Brooklyn, New York 11203
Year of Operation:	1982-1983, First Year of Funding
Target Languages:	Khmer, French/Haitian Creole, Vietnamese
Number of Participants:	375 Students Proposed/270 Reported
Project Director:	Mr. Angelo Gatto

I. DEMOGRAPHIC CONTEXT

CENTRAL AND SCHOOL ENVIRONMENTS

Project BACIS (Bilingual Academic Career Integrated Studies) differs from other multi-site Title VII bilingual high school projects in that it provides a system of instructional, resource, and supportive assistance for three different populations of recent immigrants from Cambodia, Vietnam, and Haiti at Park West, Walton, and Samuel J. Tilden High Schools. One hundred percent of the target population at the three sites have never been served under the Title VII Bilingual Education Act.

The project director and secretary are located at the administrative office at P.S. 188 on the Lower East Side of Manhattan where several

centralized projects are housed. The office is large and well equipped (it even has an APPLE Computer). There are no faculty or students present at this site, which serves as a base from which central staff deliver services to participating schools.

Park West is located in midtown Manhattan in a business and entertainment district. The neighborhood is internationally known as the "Times Square Area," a district associated with both the glamour of New York (Broadway theaters) and the seemier side of the city (pornographic movie houses and prostitution). There are relatively few residences in the area (as compared to other sections of New York City). Those that exist can generally be divided into condominiums with single residents or married couples without children, and tenements with black and Hispanic families. The Asian population of the school has steadily been increasing from 55 students in October, 1980 to 126 in October, 1982.* Included in this category are a group of Khmer-speaking Cambodian students who participate in the bilingual project. These students, however, do not live in the area; they were recruited through the efforts of a staff member who met these students through a community organization. Thus they travel several miles from the Flatbush/Crown Heights area of Brooklyn, a lower-middle-class, residential neighborhood.

Walton is located in the Kingsbridge/Bedford Park section of the Bronx, a middle-class community with large apartment buildings. Walton

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*Source. Pupil Ethnic Composition Reports, October 1980, 1981, and 1982, Office of Student Information Services, Board of Education of the City of New York.

is an academic-comprehensive school which offers electives in business and health careers. Lehman college, a few blocks away, allows some students to take college level courses while still in high school. While Walton's Asian population has remained at the same level during the last three years (approximately two percent), the school has experienced an influx of Vietnamese students within this group. These Vietnamese-speaking students participate in the BACIS program.

Tilden is located in the East Flatbush section of Brooklyn, a tree-lined residential area of one- and two-family homes. The school offers academic courses and has computer programming classes. The school enrolls predominantly black students (94 percent in October, 1982*), many of whom are recent arrivals from Haiti. These French- and Haitian Creole-speaking students form the largest group of BACIS participants.

Table 1 presents a breakdown of Project BACIS participants by site.

TABLE 1

Descriptive Summary of Project BACIS[a]

Site	Total School Enrollment	Proposed Number of Program Students	Target Language(s)
Park West	2,500	100	Khmer
Walton	2,300	100	Vietnamese
Samuel J. Tilden	3,000	175	French/Haitian Creole

[a]Source. Interview with project director.

*Ibid; p.2.

II. STUDENT CHARACTERISTICS

According to the project director, all program students were foreign-born and speak their native languages at home. Table 2 presents the BACIS students for whom information was provided, by country of birth. Table 3 presents the students at each site by sex and grade.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Vietnam	38	40.9
Thailand	2	2.1
Laos	3	3.2
Cambodia	50	53.8
Total Asian Students	93	100.0
Haiti	177	100.0
TOTAL	270	100.0

- Over 50 percent of the Asian program students were born in Cambodia; forty percent were born in Vietnam.
- None of the BACIS students were born in the United States.

TABLE 3

Number and Percent of Program Students by Sex and Grade in Project BACIS Schools

Grade	Park West Male	Park West Female	Walton Male	Walton Female	Samuel J. Tilden Male	Samuel J. Tilden Female	Total Male	Total Female	Total	Percent of Total
9	7	5	15	13	21	17	43	35	78	29
10	15	12	8	2	51	51	74	65	139	51
11	0	0	3	5	16	17	19	22	41	15
12	0	0	5	5	2	1	7	6	13	5
Total Number	22	17	31	25	90	86	143	128	271	100
Percent of Sex	56	44	55	45	51	49	53	47		

- Data were reported for 39 program students at Park West, 56 program students at Walton, and 176 students at Samuel J. Tilden High Schools.
- Male students outnumbered female students at each project site.

According to the project director, the Indo-Chinese students are generally older than the Haitians. They vary with respect to literacy in their native languages with the Vietnamese being the most literate, the Haitians being somewhat literate in French, and the Cambodians having the least literacy. Their proficiency in English varies in a similar way: Haitian and Vietnamese students range from beginning to advanced, but the Cambodians are mostly beginning students with some at the intermediate level. Table 4 presents the program students by age and grade. Table 5 shows the time students have spent in the bilingual program by grade.

TABLE 4

Number of Program Students by Age and Grade

All Students

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	4	0	0	0	4
15	13	7	0	0	20
16	27	16	2	0	45
17	17	25	12	0	54
18	8	31	7	3	49
19	5	37	8	5	55
20	3	11	8	3	25
21	2	9	4	2	17
22	0	0	1	0	1
23	0	1	0	0	1
TOTAL	79	137	42	13	271
Program Overage Students:					
Number	62	114	28	10	214
Percent	78.5	83.2	66.7	76.9	78.9
Park West High School					
Number	11	25	0	0	36
Percent	91.7	92.5			92.3
Walton High School					
Number	26	9	5	7	47
Percent	63.7	90.0	55.6	70.0	81.0
Samuel J. Tilden High School					
Number	25	79	23	3	130
Percent	65.8	79.8	69.7	100.0	75.1

Note. Shaded boxes indicate expected age range for grade.

- Seventy-nine percent of the program students are overage for their grade.
- The higher percentages of overage students at each site reflect the education and migration histories of these populations.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	4	3	1	0	8
1 Academic Year	68	92	9	10	180
2 Academic Years[b]	7	42	22	2	73
3 Academic Years[b]	0	1	9	1	11
4 Academic Years[b]	0	0	1	0	1
Total	79	139	42	13	273

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual program at individual sites.

- Sixty-nine percent of the students had been in the program for one year or less.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

According to the program proposal, Project BACIS' primary goal was "to promote bilingual excellence." The program would focus on a population of new immigrants whose academic needs exceeded existing services available at the sites. Participating students would acquire practical skills and "would understand the ways in which bilingualism could work for them." The result would be a healthy integration with the mainstream of American society. As previously stated, the three sites selected all had populations of new immigrants who had not been previously served.

INSTRUCTIONAL OBJECTIVES

As a result of participating in the program, students were expected to demonstrate:

--an appropriate increase in English language proficiency;

--a significant increase in native language proficiency;

--an improvement in attitude toward cultural heritage; and

--an improvement in attitude toward school.

It was also expected that:

--80 percent of the students would achieve a passing grade in mathematics, science, and social studies;

--the drop-out rate of program students would be less and the attendance rate of program students would be greater than the rates of mainstream students;

--there would be an increase in awareness of pupil problems and needs by program staff;

--the program staff would demonstrate professional growth by completing courses of study as indicated by college transcripts and/or awarding of in-services workshop certificates upon completion of workshop sessions; and

--parents of program students would demonstrate greater parental involvement than mainstream students.

ORGANIZATION AND STRUCTURE

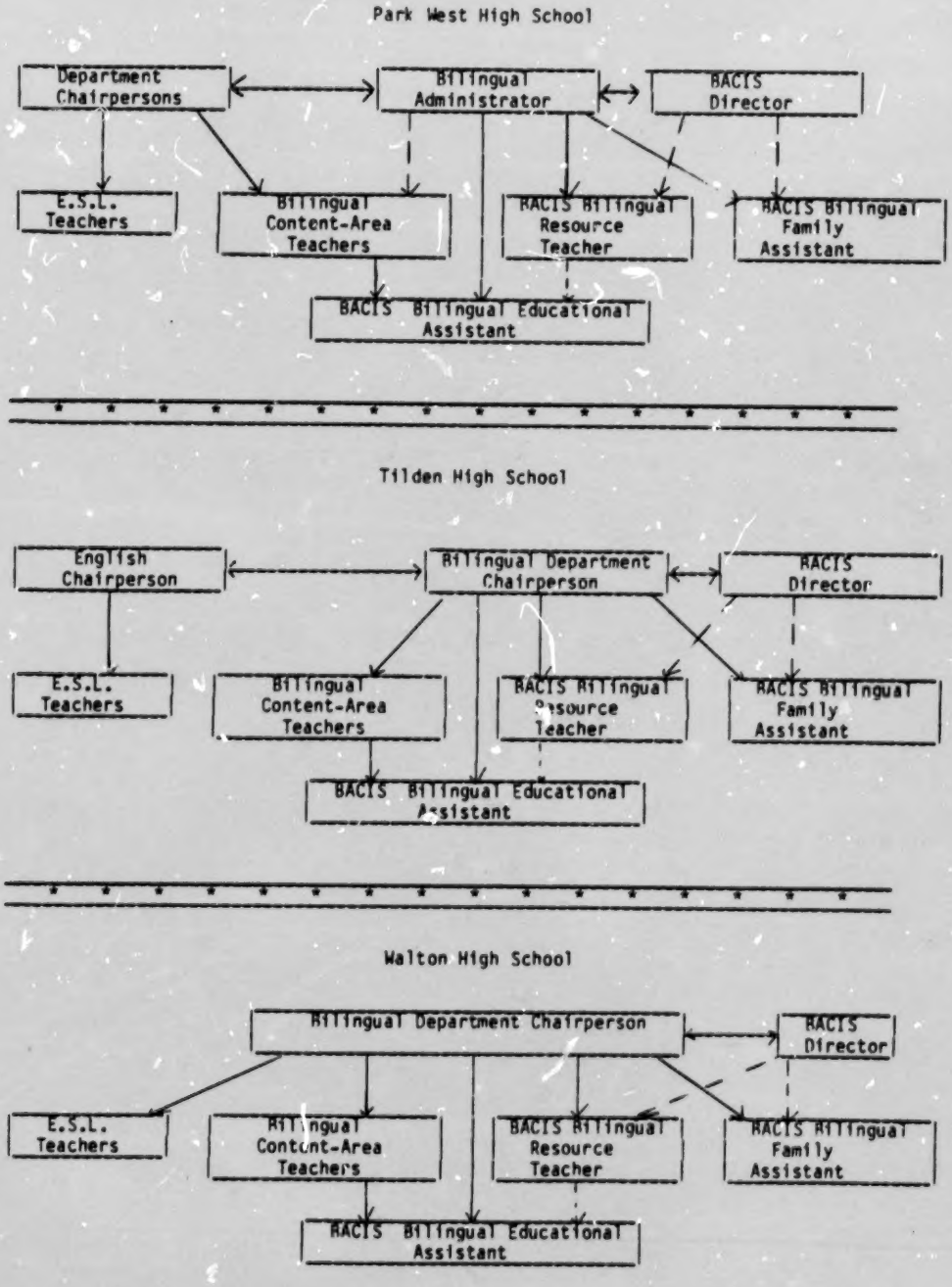
The Project BACIS director, who also administered three other Title VII programs, supervised the secretary and communicated with the Title VII BACIS personnel based at the three sites: the bilingual resource specialists, family workers, and educational assistants. Direct supervision of these school-based personnel, however, was done by supervisors at each school. Each school also determined in what ways the BACIS personnel could best complement the services already provided to the target population under other funding sources.

As Figure 1 illustrates, the supervisory responsibilities at each school were distributed differently. At Park West, the bilingual administrator supervised the BACIS personnel. All English as a second language (E.S.L.) and bilingual content-area (mathematics, science, social studies) teachers were supervised by the respective department chairpersons. At Tilden, the E.S.L. teachers were supervised by the English chairperson, while bilingual content-area and the BACIS personnel were supervised by the bilingual department chairperson. At Walton, all personnel providing bilingual services (including BACIS staff members) were supervised by the bilingual department chairperson.

According to the program proposal, the responsibilities of the bilingual resource specialists were to include interviewing, testing, and placing students in the program; providing resource assistance in the

FIGURE 1

Organization of Project BACIS, By Site



<----------> Collaboration
----------> Supervision
- - - - -> Communication and Assistance

classroom; counseling students in academic and career-related matters; and encouraging student participation in extracurricular activities. The resource specialists were also charged with conducting monthly meetings of an on-site bilingual advisory council; encouraging parental participation in special E.S.L. and citizenship classes; establishing and maintaining a bilingual career and resource center at each site; and evaluating commercially-prepared materials (including textbooks, workbooks, and audio-visual aids) for program use.

The family workers were to serve as liaisons between the school, the students' families, and various community agencies and services. Working with the school's bilingual grade advisor or guidance counselor, the family workers would help in maintaining data, files, and logs on program students and assist in planning, organizing, and implementing home visits. Family workers would also visit classrooms to become familiar with students' behavior, performance, and attendance.

Educational assistants were to participate actively in classrooms by working closely with the teacher, reviewing test results and teacher prescriptions for individual student remediation, and providing individual tutoring when needed. The educational assistants would also provide tutoring to small groups of students with similar problems. As stated, however, utilization of these staff members differed from site to site, and the extent to which the proposed activities were carried out appears in sections IV and V.

FUNDING AND STAFFING

Title VII funds supported eleven BACIS staff persons: the project director and secretary located at the central site, and three bilingual

resource teachers, three family assistants, and three educational assistants located at the participating schools.

Targeted BACIS students participated in instructional program offered at each site. New York City (tax levy) funds were used by each school for E.S.L. and content-area teachers, school administrators, and supervisors. Chapter I (federal) and P.S.E.N. (state) funds were used for additional E.S.L. teachers and educational assistants.

In addition to participating in Project BACIS, Tilden High School maintained its own bilingual program exclusively for Haitian LEP students. Thus BACIS students at this site were able to receive instruction with the regular bilingual program students.

Park West and Walton High Schools also maintained bilingual programs; these programs, however, served large numbers of Hispanic LEP students. The teachers involved in these programs also served the BACIS students at these sites. Since their numbers were too small to warrant formation of separate classes, Cambodian and Vietnamese BACIS students participated in E.S.L. classes with students in these Hispanic bilingual programs and some took content-area classes together with mainstream students. Since the proposed role of the BACIS staff was to support, rather than to provide direct instruction, their ability to provide such instruction was limited.

The project director faced several problems in identifying and hiring professional and paraprofessional staff for the project's first year. Since there is no state certification or city license for foreign language or bilingual content-area subjects in Khmer or Vietnamese, Khmer- and

Vietnamese-speaking candidates could only qualify for city licensing in French. Finding Cambodian and Vietnamese persons with verifiable academic records in French to satisfy licensing requirements was also difficult due to the political situation between the United States and these two countries. Consequently, five out of the nine staff members were hired late in the year: the Vietnamese resource specialist and family worker positions were not filled until the spring. The following shows the dates of hiring.

Personnel - Dates When hired

	Haitian	Vietnamese	Cambodian
Resource Specialist	9/82	4/83	12/82
Educational Assistant	12/82	10/82	10/82
Family Worker	12/82	5/83	10/82

All three identified bilingual resource specialists held master's degrees in French and were licensed as French teachers. Of the para-professional staff, all but one family worker had high school diplomas. A listing of the background and experience of the Title VII staff is included in the appendices.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Student placement at each site was based on a Language Assessment Battery (LAB) score below the twentieth percentile, junior high school recommendation or evaluation of foreign transcripts (when available), a teacher-made native language assessment test, a mathematics inventory test, and parental permission. The student was interviewed and programmed by a grade advisor or guidance counselor with the assistance of the BACIS resource specialist, and subsequent programs were based on classroom teacher recommendations. Students would be tested for English ability with the LAB, and once they surpassed the twenty-first percentile, they were to be mainstreamed.

INSTRUCTIONAL OFFERINGS

Project BACIS students at each site were to receive intensive instruction in English as second language. The native language was to be used in native language studies classes and in mathematics, science, social studies and pre-occupational training (business, law, or health-related careers). Content-area classes were to have brief summaries and vocabulary enrichment in English. So as not to isolate the program students from English-dominant peers, classes in art, music, and physical education would be taken in the mainstream. However, several modifications had to be made in the proposed instructional plan due to the difficulties encountered in identifying and hiring staff. Table 7 presents an overview of the instructional services offered by each participating school.

Table 7

Overview of Instructional Services at Project BACIS Sites

Instructional Component	Park West			S. J. Tilden			Walton		
	Yes	No	# Staff	Yes	No	# Staff	Yes	No	# Staff
English as a Second Language	X		5	X		4	X		5
Reading (English)	X		2	X		3	X		1
Native Language		X		X		3		X	
Bilingual Math		X		X		1		X	
Bilingual Science		X		X		2		X	
Bilingual Social Studies	X		1	X		4		X	
Speech				X		4			

Project BACIS students at all three sites participate in E.S.L. classes with other LEP students at each school. Park West offered eight levels of E.S.L. instruction in the fall and ten in the spring. Courses ranged from elementary to advanced/transitional and used the Lado Series curriculum, supplemented with teacher-made materials and the Regents English workbook at the final level. At Walton, eight levels of E.S.L. were offered in both the fall and spring. Two additional courses, E.S.L. Career Orientation and E.S.L. Career Exploration were offered to LEP students five times each week. Tilden's E.S.L. offerings included four levels of instruction each semester, with a double period at the elementary level offered in the spring.

Tilden was the only program site to offer instruction in native language studies. Courses in bilingual French were held on four levels each semester.

The project proposed that students at each site would receive instruction in content-area and pre-occupational training courses in the native language. However, the provision of these courses depended upon the availability of other resources at each site. This resulted in different levels of services provided to program students. Tilden was the only site to offer bilingual classes in mathematics, science, and social studies. BACIS program students at Park West and Walton were enrolled in mainstream classes and received assistance from the bilingual paraprofessionals where possible. Students at Park West, however, were able to receive bilingual social studies instruction in a class taught by the BACIS resource specialist. Table 8 presents the content-area courses in which program students were enrolled in the fall and spring.

TABLE 8

Content-Area Instruction (Fall and Spring)

Park West	Walton	Tilden
General Mathematics	General Mathematics	Bilingual Math 2/3/4
Pre-Algebra	Algebra	Bilingual Science 2/3/4
Algebra	Geometry	Intro. to Govt. (Bil.)
Geometry	11th year Math	Global History 1/2/3 (Bil.)
General Science	Advanced Placement Math	
Biology	General Science	
Chemistry	Biology	
Bil. Social Studies	Chemistry	
	Physics	
	Geology	
	Hygiene	

Classroom Observations: Park West

The bilingual program was housed in a mini-school with an open classroom format. There was constant traffic and students were easily distracted by other students waiting for their next class to begin or other teachers giving lectures.

The social studies class observed had 26 students, all of whom were Cambodian. Although the teacher was not Cambodian, he called each student by name and conducted a highly structured and orderly, yet informal lesson conducted entirely in English. The students varied in English ability as some have been in the country only one year, while others have had two or more years of English. The Khmer-speaking educational assistant did not play an active instructional role in the class observed perhaps due to his own limited English ability (see Recommendations).

The mathematics class observed had 16 students: seven were Cambodian and the rest were Hispanic or Haitian. The teacher used English exclusively, and, although he is Hispanic, all the students spoke to him in English when he helped individuals with their work.

The Khmer-speaking resource specialist conducted a history test review for nine students in the only class in which Khmer was used. During the lesson, she asked a question in English several times and students were unable to answer. She then asked the same question in Khmer, and many students jumped to respond. She informed the observer that she did this to demonstrate that these students were recent arrivals who could not function at all in an English-only environment. In another interview, an E.S.L. teacher commented that a Cambodian student was the best

writer in her class and that from her experience, the Cambodians learned English quickly. The small number of Cambodians, the wide range of abilities, and the difficulty in hiring Khmer-speaking teachers have created a challenging situation for Project BACIS staff at this site (see Recommendations).

Classroom Observations: Walton

Discipline at Walton was generally relaxed as evidenced by the long time students took to travel between classes. However, the students in the bilingual classes were all in the classroom before the bell rang.

An evaluator observed an advanced E.S.L. class with thirteen students, of whom five were Vietnamese. The teacher encouraged students to enter a writing contest, and she reviewed all the steps that they should take when writing an essay. She then went over a "cloze" exercise with fairly difficult material. The lesson was entirely in English.

A second E.S.L. class, English for Careers, had 12 Vietnamese and eight Hispanic students present. The teacher used English exclusively and taught students how to compute wages and overtime pay using time cards. The Vietnamese educational assistant helped the Vietnamese students, and the teacher helped all students when they were assigned a computational task. The teacher indicated that the Vietnamese students were generally older than the Hispanics in the class, and the Vietnamese generally had less exposure to English.

The only content-area class observed was a mainstream science class with 17 students, of whom two were Vietnamese. The class was conducted in English and the Vietnamese educational assistant translated for the

two program students. He used diagrams to explain the exploration of eclipses before the teacher used similar diagrams for the rest of the class. There was a quiz at the end of the lesson, and the educational assistant translated the questions for the two students. The teacher informed the evaluator that the Vietnamese students were not called on to answer questions in English because the other students might make unkind comments. He also mentioned that both students were failing and did not appear to have had much formal education in Vietnam.

Classroom Observations: Tilden

Tilden had a very formal, yet relaxed atmosphere: students were in their classes by the second bell, and the teacher-student communication between classes was friendly.

The E.S.L. class observed contained 17 students and was an elementary lesson on "yes/no" questions. One student did all the homework problems on the board, and few students participated although the teacher called on several. Students used English to ask and answer questions, but they spoke to each other in their native language.

The mathematics class observed contained 25 students and was conducted bilingually (with more English than French). Sentences were written in both languages or in English, and most participating students spoke in English. However, only about half the students were actively involved in the lesson.

A science class of 35 students, given by the same teacher who taught mathematics, had similar language usage. However, since more writing was involved, French was used slightly more often than in the mathematics class.

A history class of 29 students was conducted almost entirely in French. There were comments from more students, and this class was generally more animated than the other classes. The Haitian educational assistant checked homework and classwork and assisted a few individuals. The textbook in use was in English and one student read aloud from it; this was the only time English was used in this lesson.

V. NON-INSTRUCTIONAL SERVICES

SUPPORT SERVICES

Title VII funds also provided support services. The resource teachers worked with guidance counselors at each site to provide all types of counseling. Each resource teacher also provided career guidance to students. As a result of their efforts, all 13 twelfth-grade students reported plans to attend college after graduation. Family contacts were made primarily by the family workers and classroom help was provided by the educational assistants. Table 9 presents the project director's report of the supportive services offered to program students at each site on a daily basis. No information was provided as to the number of times these services were provided.

STAFF DEVELOPMENT

Three types of staff development activities were carried out by the program in order to meet its training objectives (see page 9): training by the project director, university courses, and conferences.

The director held four individual conferences with each Title VII staff member to provide orientation to the program as well as maintaining ongoing communication throughout the academic year. He also prepared a program information kit which includes project procedures and guidelines, as well as forms, schedules, and logs for use by staff members. The director also assisted Khmer- and Vietnamese-speaking staff members in licensing procedures and continuing their professional development.

University courses in mathematics, science, computer programming, and bilingual and E.S.L. methodology were taken by several staff members

TABLE 9

Central Support Services Offered to Program Students

Type of Service	Staff Person(s) Responsible
COUNSELING	
Academic	Resource Specialists Educational Assistants
Personal	Resource Specialists Family Workers
Career Orientation	Resource Specialists
College Advisement	Resource Specialists
Individual	Resource Specialists Family Workers
Group	Resource Specialists
REFERRALS	
In-School	Resource Specialists Educational Assistants
Out-Of-School	Resource Specialists Family Workers
FAMILY CONTACTS	
Home Visits	Family Workers
Telephone	Resource Specialists Family Workers
Mail	Resource Specialists Family Workers
Program Activities	Resource Specialists
School Activities	Resource Specialists

at Long Island University, St. John's University, and Herbert H. Lehman College. In addition, one educational assistant took classes to improve his command of English. The project director took a course in supervision and administration at Fordham University.

The project director and resource teachers attended a workshop by the Office of Bilingual Education and evaluation conferences held by the Bilingual Education Service Center at Hunter College. Two teachers and one paraprofessional attended an Asian Education Conference at the World Trade Center.

CURRICULUM DEVELOPMENT

Although the project did not propose an objective in this area, the program staff is in the process of developing a science dictionary in Khmer, Vietnamese, and Creole. It also adopted curricula and materials in the following courses:

Course	Language
Introduction to Civics	Creole
Basic Concepts in Mathematics	French
General Biology	French
American History	Khmer
Global History	Vietnamese

All of the curriculum development was conducted by the resource specialists during July and August, 1983. The curriculum developers were supervised by the Office of Bilingual Education.

PARENTAL AND COMMUNITY INVOLVEMENT

The program proposed to provide E.S.L. or G.E.D. classes for parents and to involve them in decision-making through monthly advisory council meetings conducted by the BACIS resource specialists. The degree of success of this objective varied by site.

At Tilden, it was reported that a council of ten to twelve parents met three times during the year. The resource specialist also taught G.E.D. classes three times a week to most of the council members.

At Walton, where the resource specialist was hired in April, only one advisory council meeting was called and only one parent came to the meeting. The resource specialist emphasized that most parents are not home during school hours and although they can be reached at night, the costs of keeping the school open are prohibitive. The classes for parents were not set up up due to the late hiring of the resource specialist, but plans are being made to coordinate the classes for next year with the Vietnamese teacher at Roosevelt High School (funded by another Title VII program, Project A.B.C.), which does have evening classes. They plan to divide parents according to level of ability rather than by the funding source of the teachers to provide more adequate services to parents.

At Park West, no council meetings were held as parents refused to travel at night from Brooklyn to an unsafe area in Manhattan. The resource specialist tried to start summer classes for the parents in a church in Brooklyn, but the Church postponed the classroom availability until September. Thus, due to circumstances beyond the project's control,

Walton and Park West were unable to establish parental involvement components during the first year of program operation.

EXTRACURRICULAR ACTIVITIES

All three schools planned cultural programs that allowed students to present aspects of their culture to the rest of the school. Tilden was most successful with an evening dedicated to Haitian music and dance. The performance involved over forty students and teachers from the language and music and art departments.

Walton had Vietnamese students perform a Cambodian dance at the Spring Awards Assembly. According to the resource specialist at Park West, students cancelled their scheduled performance due to fear of traveling to the school at night.

The project director also informed an evaluator that students from all three sites took a trip to Philadelphia that introduced them to places of historical interest. Tilden also took students to the United Nations, and Walton took students on a sightseeing trip around Manhattan on the Circle Line.

For career day, Tilden invited French speakers to inform students of career opportunities, while Walton and Park West had its faculty translate the proceedings to students.

VI. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated, students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels, no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

Program objectives called for the acquisition of one objective (in terms of gain scores) per month of attendance. The CREST was administered

*Board of Education of the City of New York, Division of High Schools, 1978.

at the beginning and end of both semesters. Tables 10, 11, and 12 present the test results by semester. Of 273 students reported to participate in the program, data were missing or incomplete for 180 students in the fall term and for 149 students in the spring term. Examination of these tables reveals that overall, students in the three program schools had similar rates of CREST achievement, and met the program objective in this area.

In the fall term program students at each school mastered approximately 1.5 to 2.0 CREST objectives per month on Levels I and II. The rate of mastery for Level III students ranged from 0.5 to 1.0 CREST objectives per month. In the spring, students on Levels I and II mastered from less than 0.5 to 1.75 objectives per month, while Level III students mastered less than 1 objective per month.

Inspection of the CREST Level II scores at Park West in the spring semester shows that students demonstrated pre-test mastery of 88 percent of the Level II CREST objectives. Such high pre-test scores place a "ceiling effect" on CREST post-test scores since students scoring high on the pre-test have little or no room to score higher on the post-test. Even if students had gained 3 objectives in 3.6 months, mastery would still remain below the program objective. Level III students who fell below the criterion level had pre-test scores of 13, 11, and 8. Only the latter group could have gained one objective per month over the four months of instruction. The other students were too constrained by ceiling effects. Thus, out of the 18 groups, only the Tilden Level III students (spring) can be considered to have fallen below the objective set for the program.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Khmer-Speaking Students at Park West High School,

Pre- and Post-Tested on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	3	10.00	14.67	4.67	2.90	1.60
II	11	17.64	22.00	4.36	2.88	1.53
III	3	10.64	14.50	3.33	2.88	1.17
TOTAL	17	15.06	19.29	4.24	2.88	1.48
			Spring			
I	6	15.17	21.67	6.50	3.58	1.75
II	6	22.33	23.83	1.50	3.62	0.42
III	1	13.00	14.00	1.00	4.00	0.25
TOTAL	13	18.31	22.08	3.77	3.63	1.02

*Post-test minus pre-test.

TABLE 11

Results of the Criterion Referenced English Syntax Test

(Vietnamese-Speaking Program Students at Walton High School,

Pre- and Post-Tested on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	3	13.33	17.33	4.00	2.80	1.43
II	8	14.25	19.25	5.00	2.79	1.91
III	3	10.67	12.33	1.67	2.97	0.56
TOTAL	14	13.29	17.36	4.07	2.83	1.52
			Spring			
I	8	14.63	19.25	4.63	3.83	1.22
II	6	11.17	18.83	7.17	3.82	1.89
III	13	11.08	12.69	1.62	3.76	0.42
TOTAL	27	12.15	15.89	3.74	3.79	0.98

*Post-test minus pre-test.

TABLE 12

Results of the Criterion Referenced English Syntax Test

(French/Haitian Creole-Speaking Program Students at Samuel J. Tilden High School, Pre- and Post-Tested on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	22	12.32	18.41	6.09	2.93	2.07
II	21	14.10	18.71	4.62	2.96	1.57
III	19	7.42	11.26	3.84	2.96	1.29
TOTAL	62	11.42	16.32	4.90	2.95	1.66
			Spring			
I	13	5.69	11.23	5.54	3.97	1.39
II	27	6.93	12.67	5.74	3.92	1.46
III	44	7.84	10.73	2.89	3.93	0.74
TOTAL	84	7.21	11.43	4.21	3.93	1.07

*Post-test minus pre-test.

LANGUAGE STUDIES

The objective for achievement in native language studies was vaguely worded, so it was difficult to assess its attainment. Data for native language studies were reported for students in the French/Haitian Creole program at Tilden High School only, since it was the only program site to offer instruction in that area. These results are presented in Table 13. A passing rate of 90 percent was reported for each semester.

TABLE 13

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

Samuel J. Tilden High School

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Studies (Fall)	27	96	87	92	32	78	3	100	149	90
Native Language Studies (Spring)	37	89	102	94	33	79	3	100	175	90

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Tables 14 and 15 present the passing rates for program students in these content areas by grade for each semester. Stated program objectives called for an 80 percent passing rate in each of the content areas.

Findings show high passing rates of 91 percent in mathematics courses (including fundamental/general math, pre-algebra, algebra, geometry, other tenth- and eleventh-grade math, and advanced placement math) across schools for both semesters. For science courses (including general science, biology, chemistry, physics, geology/earth science, hygiene/health education, and "other") the passing rates were 92 percent and 88 percent in the fall and spring, respectively. Finally, social studies passing rates (in courses including world/geography culture, world global history, American history, economics, and "other") were 87 percent in the fall and 90 percent in the spring. There was a certain amount of variation between schools in science courses. For example, passing rates ranged from 57 percent (Walton, spring) to 97 percent (Park West, spring). Of the three program schools, Walton failed to attain program objectives in mathematics and social studies in the fall term and mathematics and science in the spring term.

TABLE 14

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

All Students

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	60	85.0	122	91.8	40	95.0	12	100	234	91.0
Science	57	87.7	123	91.9	39	94.9	12	100	231	91.8
Social Studies	57	77.2	121	89.3	40	87.5	12	100	230	86.5
Park West High School										
Mathematics	11	100	26	96.2					37	97.3
Science	11	90.9	27	96.3					38	94.7
Social Studies	9	100	26	96.2					35	97.1
Walton High School										
Mathematics	22	68.2	9	66.7	9	88.9	9	100	49	77.6
Science	19	84.2	9	77.8	8	87.5	9	100	45	86.7
Social Studies	21	66.7	10	70.0	9	88.9	9	100	49	77.6
Samuel J. Tilden High School										
Mathematics	27	92.6	87	93.1	31	96.8	3	100	148	93.9
Science	27	88.9	87	92.0	31	96.8	3	100	148	92.6
Social Studies	27	77.8	85	89.4	31	87.1	3	100	146	87.0

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

All Students

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	76	88.2	138	90.6	41	97.6	13	100	268	91.4
Science	74	78.4	134	90.3	36	94.4	9	100	253	87.7
Social Studies	70	84.3	138	89.1	40	97.5	8	100	256	89.5
Park West High School										
Mathematics	11	100	26	92.3					37	94.6
Science	11	100	25	96.0					36	97.2
Social Studies	11	90.9	27	85.2					38	86.8
Walton High School										
Mathematics	28	71.4	10	50.0	9	88.9	10	100	57	75.4
Science	26	50.0	8	37.5	4	75.0	6	100	44	56.8
Social Studies	22	77.3	9	66.7	8	100	5	100	44	81.8
Samuel J. Tilden High School										
Mathematics	37	97.3	102	94.1	32	100	3	100	174	96.0
Science	37	91.9	101	93.1	32	96.9	3	100	173	93.6
Social Studies	37	86.5	102	92.2	32	96.9	3	100	174	92.0

ATTITUDE SCALES

Two attitude scales were developed by program staff (see Appendix B). These were intended to assess the students' attitudes toward their cultural heritage and toward post-eleventh grade education. Program objectives called for an 80 percent "passing rate", i.e., an improvement of one scale level on both of these measures between fall and spring terms.

The results for the cultural heritage attitude scale are as follows:

School	Percent Passing
Park West	8
Walton	17
Tilden	72

In no case was this objective met. The results for the assessment of attitudes toward continued education were as follows:

School	Percent Passing
Park West	15
Walton	23
Tilden	73

Again, no program school met the stated objective. However, given the disparity in passing rates between Tilden and the other two program schools, it may be that students at the former site experienced their program differently or that the scales were used subjectively and differently at the three sites. Interpretation of these scales is extremely problematic as their validity and reliability are not known. The results may be contaminated by the students' test sophistication or by the attitudes of staff members administering the scales. These instruments

were not pre- and post-tests administered at different times. Instead, students were asked to record their attitudes at the "beginning" and "end" of the year. Thus, students from Tilden, who may have more test sophistication, may have realized that improvement was expected and might have reported lower attitudes for fall than for the spring. Students from Walton and Park West, who come from Asian school systems, may have reported equally high scores for both semesters, attempting to show that they have always had the same positive attitude towards culture and education. Since the means for fall and spring were not provided, it can not be determined if lack of test sophistication created ceiling effects that resulted in such low "passing" rates. Refer to recommendations concerning continued use of these scales.

ATTENDANCE

Program objectives called for a statistically significantly greater attendance rate among program students than among the general school populations. Attendance rates for program schools are presented in Table 16. All three program sites had attendance rates above 90 percent. In addition, a z-test was used to examine the difference in attendance rates of program students and the general school populations. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results are presented in Table 17. From this table it can be seen that the program objective in this area was realized.

TABLE 16

Attendance Percentages of Program Students, by Site and Grade

Grade	Number of Students	Mean Percentage	Standard Deviation
	Park West High School		
9	12	91.00	7.56
10	27	94.11	4.13
TOTAL	39	93.15	5.50
	Walton High School		
9	28	94.93	5.44
10	10	81.00	23.79
11	9	96.44	2.30
12	10	94.00	2.58
TOTAL	57	92.56	11.68
	Samuel J. Tilden High School		
9	37	98.81	1.63
10	101	97.85	4.71
11	32	95.72	11.22
12	3	99.00	1.00
TOTAL	173	97.68	6.10

TABLE 17

Significance of the Difference Between the Attendance Percentages of Program Students and the Attendance Percentages of the Schools

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
			Park West High School			
57	3396	92.56	76.38	23.62	2.88	.004
			Walton High School			
39	2879	93.15	72.10	27.90	2.93	.003
			Samuel J. Tilden High School			
173	2756	97.68	84.44	15.56	4.80	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

In its first year of operation, Project BACIS attempted to provide instructional, resource, and supportive assistance to three groups of recently arrived LEP students at three different participating sites. Although the project's ability to fulfill its objectives was often hampered by circumstances beyond its control (see Program Organization, below), it did provide needed assistance to students, who, in the absence of the program (particularly at Park West and Walton) would receive only limited instructional and supportive services.

PROGRAM ORGANIZATION

Although the project proposed a common set of goals for students at each participating site, the organization of the program itself often limited implementation as proposed. Centrally-hired staff members were placed in pre-existing instructional structures, directly supervised and assigned to tasks by school-based administrative personnel. As a result, in some cases the project's objectives could not be implemented by the BACIS staff members on site. The program should therefore either meet with each school to explain the program's objectives and to ensure that services are provided as proposed, or consider revising its objectives based on a more realistic assessment of the needs of each participating site.

STUDENT ACHIEVEMENT

Based on the data provided by project staff, it appears that Project BACIS was adequately meeting its instructional objectives during its first year of operation. Although gains in English syntax were reported

for less than half of program students, participants at all three sites, for whom data were reported, did meet the objective for growth in their knowledge of English syntax. However, to insure that student growth is being adequately measured, the project should make sure that all students are assessed as proposed, and that data are reported completely and accurately.

French-speaking program students at Tilden High School (the only group to be assessed in native language achievement) achieved 90 percent passing rates each semester on teacher-made examinations in this area.

In the content-areas, program students overall achieved the objective of an 80 percent passing rate each semester, although students at Walton High School were not reported to perform as well as students at the other two sites. BACIS personnel at Walton might consider setting up an after-school or peer-tutoring program in these subject areas.

Measurement of improvement in students' attitudes towards their cultural heritage and continued education was problematic and the reliability of the program-developed instruments is questioned. It is therefore recommended that the program consider other types of objective measures as indicators of student attitudes. These might include attendance rates or post-high school plans. They might also include a staff-developed pre- and post-test of native heritage administered at the beginning and end of the school year, rather than an attitude scale.

Finally, the attendance rate of program students at all three sites was higher than the rates reported for each school to a statistically significant degree.

NON-INSTRUCTIONAL AREAS

The project also appears to have met most of its proposed non-instructional objectives. It has partially met the objectives for parental involvement, and has made progress towards meeting the objectives in the areas of counseling, referrals, and family contacts, with all staff members contributing to the supportive services effort at each site. In addition, curricula and materials were adopted and translated into the target languages for mathematics, science, and social studies.

As has been indicated, some staff hiring was delayed by the unavailability of licensed personnel to serve Cambodian and Vietnamese students. The late hiring of the Vietnamese teacher and family assistant prevented one site from meeting the objectives for parental involvement. As the staff will be able to start work on time in 1983-84, this should be less of a problem in the second program year.

WALTON

Locating a site for advisory committee meetings is still problematic. Since finanical considerations prevent the school from hosting night meetings, Lehman College or some other appropriate institution might be approached to provide a suitable location for this activity.

PARK WEST

Park West is an unusual site in that most of the project students live in Brooklyn rather than in the immediate neighborhood of the school. This prevented the site from meeting the objectives for parental involvement and from performing a planned cultural activity. Another problem noted at this site results from the "open classroom" situation, which

appeared to distract students in the bilingual mini-school. The project director might explore the possibility of transferring this component to a high school closer to where students live. If such a move is not possible, it would be beneficial to find a more suitable location, such as Erasmus High School, for after-school program activities and parent meetings. The project director might also approach the Park West administration to explore ways to limit the distractions students face in this environment (for example, acquiring moveable room dividers, rescheduling classes, etc.)

SAMUEL J. TILDEN

Tilden was apparently the most successful site in meeting program objectives -- due, perhaps to its experience in serving similar populations and its well-established program of bilingual instructional services. However, its language use policy would benefit from clarification: students may take a content-area class conducted in French, followed by another class conducted mostly in English. Although there was more active participation in the class conducted in French, it was unclear to the observer if this was due to teacher style or to students' language ability. It is suggested that the project director monitor this site more closely to clarify the language use policy to ensure that all students are benefitting equally from instruction. Perhaps the school administration and members of the foreign language (bilingual) department and the English (E.S.L.) department might meet to discuss formulating such a policy in addition to other issues relating to program students.

VIII. APPENDICES

APPENDIX A

Program Staff Characteristics: Professional and Paraprofessional Staffs.

Function(s)	% time to each function	Date appt. to each function	Education (degrees)	Certification	Licence(s)	Total years experience in education	Years Experience: Bilingual	Years Experience: F.S.L.
Administration Supervision	70 30	10/82	BS.-Sci P.D.Admin M.S.-Sci	NYC NYS	Bil. Sci-H.S. Adm. + Super	21 years	8 yrs.	2 yrs.
Resource Spec.	100	10/82	B.A.-French M.A.-French	"	French D.H.S.	8 yrs. H.S.	5 yrs.	none
Resource Spec.	100	12/82	B.A.-French M.A.-French	"	"	3 yrs. H.S.	3 years	none
Resource Spec.	100	4/83	B.A.-French M.A.-French	"	"	3 yrs. H.S.	3 years	none
Ed. Assistant	100	11/82	H.S. Diploma	-	-	1 yr H.S.	1 yr.	
Ed. Assistant	100	11/82	"	-	-	1 yr. H.S.	1 yr.	-
Ed. Assistant	100	11/82	"	-	-	1 yr. H.S.	1 yr.	-
Family Worker	100	11/82	H.S. Diploma	-	-	1 yr. H.S.	1 yr.	-
Family Worker	100	5/82	H.S. Diploma	-	-	1 yr. H.S.	1 yr.	-
Family Worker	100	11/82	none	-	-	1 yr.	1 yr.	none
Office Aide Typist	100	10/82	H.S. Diploma	-	-	3 years	3 yrs.	none

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APPENDIX B

Bilingual Academic Center
Integrated Studies Program
Project BACIS
ESEA Title VII
Tel: (212) 477-9142

New York City
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QUESTIONNAIRE POUR L'ELEVE

NOM _____ LYCEE _____

CLASSES _____ DATE _____

INSTRUCTIONS: En utilisant un des cinq chiffres suivants, dites vos impressions sur les points suivants.
Quelle était votre impression au commencement de l'année scolaires.
Servez-vous de l'échelle en utilisant seulement un chiffre qui décrit le mieux vos opinions.

ECHELLE

5	4	3	2	1
Excellent	Bon	Moyen	Médiocre	Très Médiocre

Vos opinions sur:

	Début (Sept.-Oct)	Fin (Mai-Juin)
Project d'études pour l'avenir		
a) Entrée à l'université si c'est possible	a. _____	a. _____
b) Entrée à une école technique, si c'est possible	b. _____	b. _____
c) Ce que vous savez de l'importance des études plus avancées	c. _____	c. _____
d) Votre préparation pour un meilleur emploi	d. _____	d. _____
e) Ce que vous savez sur les possibilités de continuer vos études	e. _____	e. _____
	Total _____	_____
	Difference _____	

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New York City
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Frank J. Macchiarola
Chancellor of Schools

Nathan Quinones
Executive Director
Division of High Schools

Nancy J. Scott
Director, High School Projects

Eli Plotkin
Program Manager (Acting)

Angelo Gatto
Project Director
H.S. Title VII Central Programs
(212) 477-9141

Attitudes Culturelles	(Debut)	(Fin)
f) Attitude envers la culture de votre pays d'origine	f. _____	f. _____
g) Attitude envers la culture américaine	g. _____	g. _____
h) Rapports avec vos camarades de classes (américains, espagnols, etc.)	h. _____	h. _____
i) Rapports avec les élèves Haitiens	i. _____	i. _____
j) Connaissance de la culture Haitienne	j. _____	j. _____
k) Connaissance de la culture américaine	k. _____	k. _____
	Total _____	_____
	Difference _____	

PARK WEST HIGH SCHOOL

525 WEST 50th STREET NEW YORK, N.Y. 10019
TELEPHONE 247 - 2600
EDWARD MORRIS, *Principal*

PROJECT BACIS
ESEA TITLE VII

(Questionnaire - Future Education)

ឈ្មោះ _____ ភេទ _____

ថ្ងៃ/ខែ _____ អាយុ _____

សេចក្តីណែនាំ: សូមឲ្យសិស្សធ្វើសង្កេត ចំពោះចំណុចនីមួយៗ រៀងរាល់ពីម្តងទៅ ១ ដល់ ៥ ដូចខាងក្រោម ។

សូមឲ្យគាត់ឆ្លើយតាមអារម្មណ៍របស់អ្នក ដោយកុំឆ្លើយដដែលៗ សូមកុំភ្លេចសរសេរលេខណាមួយ ក្នុងចន្លោះដិតតាមអារម្មណ៍ របស់អ្នក ។

៥	៤	៣	២	១
ខ្លាំង	ល្អ	ល្អ	អត្រែ	អត្រែណាស់

ការសង្កេតរបស់អ្នកខាងលើ:

	ពេលឆ្លើយភាគ (ទី ៥ - ទី ១០)	ពេលឆ្លើយភាគ (ទី ៦ - ទី ១)
ពេលដើរលេងតាមផ្លូវខាងក្រោយ:		
ក) ឃើញក្មេងជក់បារីច្រើនណាស់	ក)_____	ក)_____
ខ) ឃើញមានការប្លន់ច្រើន	ខ)_____	ខ)_____
គ) ឃើញមានគ្រឿងញៀនច្រើនណាស់	គ)_____	គ)_____
ឃ) ការប្រើប្រាស់ស្រាបៀរ ច្រើនណាស់	ឃ)_____	ឃ)_____
ង) ឃើញមានបង្កាត់ភ្លើងច្រើនណាស់	ង)_____	ង)_____

Difference _____ 59 _____ _____

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PARK WEST HIGH SCHOOL

525 WEST 50th STREET NEW YORK, N.Y. 10019
TELEPHONE 247-2859
EDWARD MORRIS, *Principal*

PROJECT BACIS
ESEA TITLE VII

(Questionnaire - Cultural Attitudes)

ការសន្សំសេចក្តីរបស់អ្នកអំពីសង្គមវប្បធម៌	(ទេពកោសល្យ)	(ទេពកោសល្យ)
ក) ការសន្សំសេចក្តីវិជ្ជមាន	ក)_____	ក)_____
ខ) ការសន្សំសេចក្តីវិជ្ជមានអំពីតំណាងរបស់	ខ)_____	ខ)_____
គ) ការសន្សំសេចក្តីអវិជ្ជមានអំពីតំណាងរបស់	គ)_____	គ)_____
ឃ) ការសន្សំសេចក្តីអវិជ្ជមានអំពីតំណាងរបស់	ឃ)_____	ឃ)_____
ង) ការសន្សំសេចក្តីវិជ្ជមានអំពីតំណាងរបស់	ង)_____	ង)_____
ច) ការសន្សំសេចក្តីអវិជ្ជមានអំពីតំណាងរបស់	ច)_____	ច)_____
	ការបន្ថែម _____	_____
	ការដក _____	_____

Difference _____

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New York City
Public Schools

442 E. Houston Street Rm. 320
New York, New York 10002

Career Program For H.S.
Students - Project ABC
ESEA - Title VII
Tel: 212 - 477-9137

Frank J. Macchiarola
Chancellor of Schools

Nathan Quinones
Executive Director
Division of High Schools

Nancy J. Scott
Director, High School Projects

Eli Plotkin
Program Manager

Angelo G. Gatto
Project Director

BẢNG CÂU HỎI CHO HỌC SINH

TÊN_____ TRƯỜNG_____

LỚP_____ NGÀY_____

CHỈ DẪN: Các em cho điểm từ 1 đến 5 (xem thang điểm) để cho biết ý kiến của em về các phần nêu ra sau đây. Đối với mỗi phần nêu ra, các em cho biết ý kiến của mình vào lúc mới bắt đầu niên học và vào lúc cuối niên học.

THANG ĐIỂM

5	4	3	2	1
Rất tốt	Tốt	Trung bình	Kém	Rất kém

CHO BIẾT Ý KIẾN CỦA EM VỀ:

	Vào đầu niên học	Vào cuối niên học
Dự định của em về học vấn trong tương lai		
a) Ý muốn vào đại học	a._____	a._____
b) Ý muốn vào một trường học nghề	b._____	b._____
c) Em biết tiếp tục học thêm sau trung học là quan trọng	c._____	c._____
d) Em tin rằng mình được chuẩn bị để có được 1 nghề tốt	d._____	d._____
e) Em biết về các cơ hội để tiếp tục học thêm sau trung học	e._____	e._____
Tổng cộng	_____	_____

Sai biệt _____

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Public Schools

442 E. Houston Street Rm. 320
New York, New York 10002

Student - Project ABC
ESEA - Title VII
Tel: 212 - 477-9137

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Thái đô văn hóa của em	Vào đầu niên học	Vào cuối niên học
f) Thái độ của em đối với văn hóa của nước em	f._____	f._____
g) Thái độ của em đối với văn hóa của nước Mỹ	g._____	g._____
h) Liên hệ của em với các bạn Mỹ	h._____	h._____
i) Liên hệ của em với các bạn Việt Nam	i._____	i._____
j) Sự hiểu biết của em về văn hóa Việt Nam	j._____	j._____
k) Sự hiểu biết của em về văn hóa nước Mỹ	k._____	k._____
Tổng cộng	_____	_____

Sai biệt _____

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